



Summit Parkway Middle

200 Summit Parkway
Columbia, SC 29229

Grades	K-8 Elementary School	
Enrollment	994 Students	
Principal	S. E. Tanner	803-699-3580
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

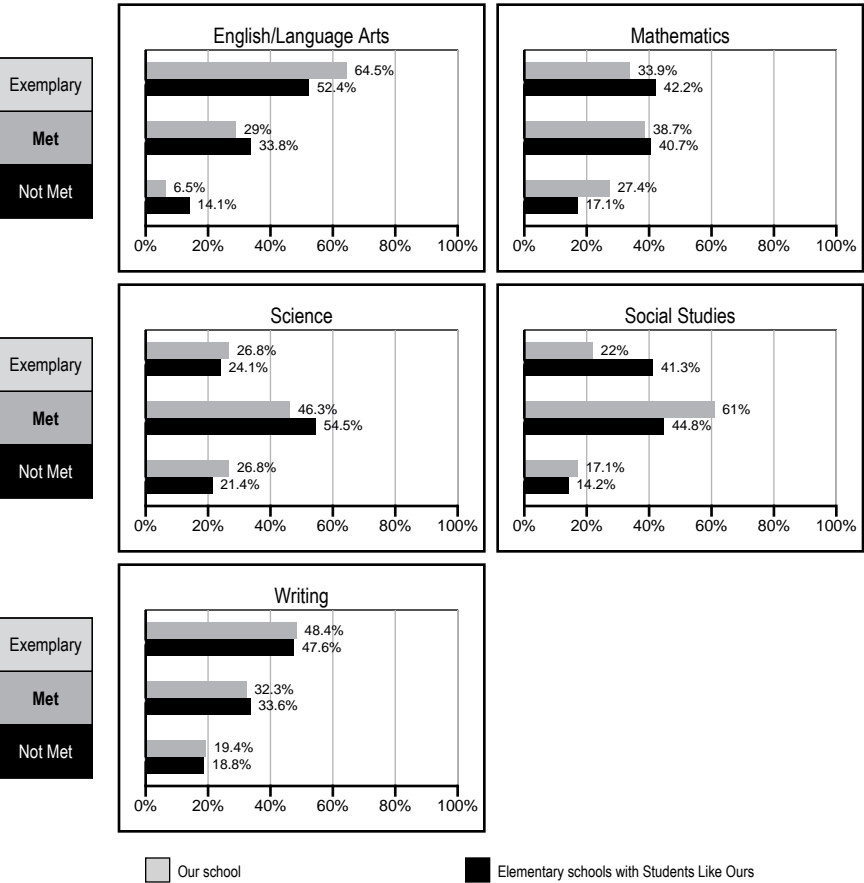
Percent of students tested in 2008-09 whose 2007-08 test scores were located 94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	10	6	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=994)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.6%	1.7%	1.9%
Attendance rate	97.6%	Up from 97.4%	96.6%	96.3%
Eligible for gifted and talented	17.4%	Down from 31.6%	17.8%	10.0%
With disabilities other than speech	7.2%	Down from 8.5%	7.1%	7.7%
Older than usual for grade	0.6%	Up from 0.5%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 2.5%	0.0%	0.0%
Teachers (n=70)				
Teachers with advanced degrees	78.6%	Up from 77.9%	60.7%	59.4%
Continuing contract teachers	74.3%	Down from 77.9%	81.0%	80.0%
Teachers with emergency or provisional certificates	4.7%	Down from 4.8%	0.0%	0.0%
Teachers returning from previous year	85.6%	Up from 85.0%	86.9%	85.9%
Teacher attendance rate	94.8%	Down from 95.5%	95.6%	95.1%
Average teacher salary*	\$52,184	Up 3.0%	\$48,653	\$47,149
Professional development days/teacher	14.3 days	Down from 16.0 days	10.9 days	11.1 days
School				
Principal's years at school	10.5	Up from 9.5	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 22.1 to 1	20.2 to 1	18.8 to 1
Prime instructional time	91.4%	Down from 91.6%	91.5%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,200	Up 24.8%	\$6,698	\$7,458
Percent of expenditures for instruction**	67.4%	Down from 70.6%	70.3%	68.8%
Percent of expenditures for teacher salaries**	63.8%	Down from 65.7%	66.5%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Students, parents, faculty, and staff at Summit Parkway Middle School and at the Center for Inquiry are proud to work together to create an exemplary learning community. Our schools continue to collaborate with The University of South Carolina's network of Professional Development Schools by mentoring undergraduate and graduate teaching interns, publishing professional materials, writing grants, conducting research, and hosting on-site courses for education majors instructed by USC faculty.

Outstanding achievements for Summit Parkway Middle School during this past school year include a \$100,000 grant from the Blue Cross/Blue Shield Foundation, development and implementation of The Academy of Exercise Physiology and Sports Medicine Magnet beginning with the sixth grade, and being named by the Carolina Recycling Association as an Outstanding School Program.

The Center for Inquiry was recognized by the South Carolina Department of Education with the Palmetto Gold Award, along with grants and awards received from Columbia Green, Home Depot, Target, and the National Center for Service and Learning. CFI's new building was recognized by CEFPI SC for its outstanding architectural design.

Other notable achievements include:

- 14 students selected for Middle School Region Band;
- 3 selected for Middle School All State Band;
- 21 eighth graders named as Junior Scholars;
- 28 seventh graders qualified for the Duke TIP program;
- 4 received TIP Honor Roll;
- 15 fourth and fifth graders qualified for the Duke TIP program.

Important curricular highlights at SPMS include the expansion of an honors curriculum for all sixth, seventh, and eighth grade core academic areas, implementation of Super 7, a program using Latin stems to challenge honors students, and extension of the AVID to seventh and eighth grades. Language!, the Comprehensive Literacy Curriculum, has been implemented as a Tier II intervention for reading. A computerized math program from Mind Research has been put into place for students needing help with spatial and temporal reasoning.

CFI began its expansion this past year, adding new classes of grades K, 1, and 2. Its inquiry curriculum continues to be a national model, hosting hundreds of visitors each year. Under the direction of their university partner, CFI faculty completed a professional video series featuring classroom demonstrations of inquiry instruction.

SPMS and CFI are proud to provide educational academic excellence for their students and to serve as instructional models for educators in South Carolina and nationally.

Mr. Sig Tanner, Principal, Summit Parkway Middle School
 Mr. Diane Donnelly, Chair, School Improvement Council, SPMS
 Dr. Lyn Z. Mueller, Lead Teacher, Center for Inquiry
 Mrs. Beck Sullivan, Chair, School Improvement Council, CFI

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 23 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate	97.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	878	100	25.4	38.5	36.1	83.8	86	82.8	Yes	Yes
Gender										
Male	451	100	29.1	39.6	31.3	80.8	82.8	79.3	N/A	N/A
Female	427	100	21.6	37.5	40.9	86.8	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	261	100	15.9	33.1	51	88.6	94.5	89.5	Yes	Yes
African American	542	100	28.6	43.3	28.2	82.5	81.9	73.7	Yes	Yes
Asian/Pacific Islander	32	100	27.6	13.8	58.6	79.3	92.2	92.3	I/S	I/S
Hispanic	32	100	42.9	32.1	25	71.4	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	82.5	I/S	I/S
Disability Status										
Disabled	74	100	74.2	19.7	6.1	33.3	51.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	56	100	39.2	21.6	39.2	72.5	80.4	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	372	100	32.3	45	22.7	79.5	77.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	878	100	28.8	45.2	26	80.4	80.9	78.9	Yes	Yes
Gender										
Male	451	100	31.6	42.2	26.2	78.6	78.4	77	N/A	N/A
Female	427	100	26.1	48.1	25.8	82.1	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	261	100	16.3	43.7	40	89.8	93.2	87.2	Yes	Yes
African American	542	100	34.9	46.4	18.7	75.2	74.4	66.7	Yes	Yes
Asian/Pacific Islander	32	100	6.9	51.7	41.4	96.6	94.1	93	I/S	I/S
Hispanic	32	100	46.4	32.1	21.4	75	74.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	79.5	I/S	I/S
Disability Status										
Disabled	74	100	69.7	24.2	6.1	39.4	46.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	56	100	35.3	35.3	29.4	86.3	80.1	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	372	100	36.9	47.1	16	73.4	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	570	100	29.4	52.1	18.6	70.6	73.4	67.5
Gender								
Male	283	100	30.7	49	20.2	69.3	72.4	67
Female	287	100	28	55	17	72	74.5	68
Racial/Ethnic Group								
White	179	100	18.7	51.5	29.8	81.3	91.1	79.5
African American	352	100	34.5	54.2	11.4	65.5	64.1	50.3
Asian/Pacific Islander	18	100	18.8	50	31.3	81.3	88.2	84.3
Hispanic	16	100	41.7	16.7	41.7	58.3	67.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	71.2
Disability Status								
Disabled	47	100	71.4	21.4	7.1	28.6	41.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	32	100	37.9	34.5	27.6	62.1	69.4	59.6
Socio-Economic Status								
Subsided meals	234	100	41.1	49.3	9.7	58.9	59	55.1

Social Studies

All Students	566	100	21.3	46.3	32.3	78.7	79.1	72.3
Gender								
Male	296	100	20.5	46.6	32.8	79.5	77.8	71.5
Female	270	100	22.2	46	31.7	77.8	80.3	73.2
Racial/Ethnic Group								
White	160	100	16.3	39.5	44.2	83.7	90.6	80.7
African American	349	100	22.3	50.5	27.2	77.7	72.9	60
Asian/Pacific Islander	23	100	28.6	42.9	28.6	71.4	88.4	88.5
Hispanic	26	100	34.8	34.8	30.4	65.2	74.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	53	100	57.4	31.9	10.6	42.6	50.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	39	100	29.4	47.1	23.5	70.6	77.9	67.9
Socio-Economic Status								
Subsided meals	248	100	26.8	46.8	26.4	73.2	68.6	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	876	98.9	25.2	43.8	31	74.8	75.5	70.2	97.6	97.4
Gender										
Male	450	98.9	30.2	44.7	25.1	69.8	69	63.2	97.4	97.3
Female	426	98.8	20.1	42.9	37	79.9	82.3	77.5	97.9	97.5
Racial/Ethnic Group										
White	263	99.2	17.4	36.4	46.2	82.6	88.1	79.1	97.8	97.3
African American	536	98.9	28	47.5	24.5	72	68.9	57.6	97.5	97.4
Asian/Pacific Islander	32	96.9	17.2	37.9	44.8	82.8	90.6	86.2	98.6	98
Hispanic	34	97.1	41.4	55.2	3.4	58.6	67.1	62.6	96.7	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	68.7	N/A	97.1
Disability Status										
Disabled	71	97.2	72.3	24.6	3.1	27.7	29.4	26.1	96.6	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	56	98.2	33.3	45.1	21.6	66.7	70.4	61.2	97.3	97.4
Socio-Economic Status										
Subsidized meals	370	98.4	32.5	47.3	20.2	67.5	62.3	58.9	96.7	96.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	20	100	5	30	65	95
	4	20	100	10	30	60	90
	5	22	100	4.5	27.3	68.2	95.5
	6	293	100	22.3	38	39.8	77.7
	7	238	100	25.8	44.1	30	74.2
	8	285	100	32.7	36.8	30.5	67.3
Mathematics							
2009	3	20	100	30	35	35	70
	4	20	100	30	25	45	70
	5	22	100	22.7	54.5	22.7	77.3
	6	293	100	27.7	49.6	22.6	72.3
	7	238	100	23	47.9	29.1	77
	8	285	100	35	39.8	25.2	65
Science							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	20	100	30	45	25	70
	5	11	100	27.3	54.5	18.2	72.7
	6	147	100	31.4	59.3	9.3	68.6
	7	238	100	23	57.7	19.2	77
	8	144	100	38.1	37.3	24.6	61.9
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	20	100	15	75	10	85
	5	11	100	27.3	54.5	18.2	72.7
	6	146	100	3.7	56	40.3	96.3
	7	238	100	32.4	38	29.6	67.6
	8	141	100	22.7	45.5	31.8	77.3
Writing							
2009	3	20	95	15.8	26.3	57.9	84.2
	4	20	100	20	25	55	80
	5	22	100	18.2	45.5	36.4	81.8
	6	293	98.3	29.6	45.3	25.2	70.4
	7	237	99.6	18.4	43.8	37.8	81.6
	8	284	98.9	27.9	44.9	27.2	72.1

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